|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **VELS Domain** | **Link** | **Key Learning Objectives** |
| Level 1 - Prep  Level 2 - Year 1 and 2 | Number *Counting* | **Counting beetles**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38323830/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38323830/index.html) | Students solve addition and subtraction problems using a range of counting strategies. Addition; Calculations; Computations; Count-by-ones; Counting-back; Counting-on; Counting strategies; Early arithmetic; Subtraction |
| Level 1 - Prep | Number *Counting* | **Counting beetles: level 1**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38323831/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38323831/index.html) | Students solve addition and subtraction problems using a range of counting strategies. Addition; Counting strategies; Computations; Count-by-ones; Counting-on; Counting-back; Calculations; Early arithmetic; Subtraction |
| Level 1 - Prep  Level 2 - Year 1 and 2 | Number *Counting* | **Counting beetles: level 2**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38323832/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38323832/index.html) | Students solve addition and subtraction problems using a range of counting strategies. Addition; Subtraction; Counting strategies; Computations; Calculations; Early arithmetic; Count-by-ones; Counting-on; Counting-back |
| Level 2 - Year 1 and 2 | Number *Counting* | **Counting beetles: level 3**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38323833/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38323833/index.html) | Students solve addition and subtraction problems using a range of counting strategies. |
| Level 1 - Prep  Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number *Counting* | **Number trains**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32333137/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32333137/index.html) | Students identify the number before and after a given number.  Students sequence whole numbers from 1 to 120.  Students connect number words and numerals to the quantities they represent using dice dots, ten-frames and base 10 blocks.  Students recognise place value in two-digit and three-digit numbers.  Students apply skip counting, forwards and backwards by twos, fives and tens. |
| Level 1 - Prep  Level 2 - Year 1 and 2 | Number *Counting* | **Number trains: numbers 1–10**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32333138/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32333138/index.html) | Students sequence whole numbers from one to ten.  Students connect number words and numerals to the quantities they represent (ten-frames, dots).  Students recognise place value in numbers up to ten. |
| Level 1 - Prep  Level 2 - Year 1 and 2 | Number *Counting* | **Number trains: numbers 1–20**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32333139/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32333139/index.html) | Students sequence whole numbers up to 20.  Students connect number words and numerals to the quantities they represent (ten-frames, base-10 blocks).  Students recognise place value in two-digit numbers. |
| Level 2 - Year 1 and 2 | Number *Counting/Place Value* | **Number trains: numbers 30–50**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32333230/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32333230/index.html) | Students sequence whole numbers from 30 to 50.  Students connect number words and numerals to the quantities they represent (base-10 blocks).  Students recognise place value in two-digit numbers. |
| Level 2 - Year 1 and 2 | Number *Counting/Place Value* | **Number trains: numbers 90–120**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32333231/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32333231/index.html) | Students sequence whole numbers from 90 to 120.  Students recognise place value in two-digit and three-digit numbers. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number *Counting* | **Number trains: skip counting**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32333232/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32333232/index.html) | Students sequence whole numbers from 1 to 120.  Students apply skip counting, forwards and backwards by twos, fives and tens. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number *Counting/Place Value* | **Number trains: patterns: assessment**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38323735/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38323735/index.html) | Assesses student's understanding of counting forwards and backwards using addition, subtraction and multiplication skills.  Students sequence whole numbers from 1 to 120.  Students construct number patterns where additive strategies are most likely to be used.  Students construct number patterns where multiplicative strategies are most likely to be used. |
| Level 1 - Prep  Level 2 - Year 1 and 2 | Number *Counting* | **Scale matters: ones**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303033/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303033/index.html) | Students locate numbers on a number line.  Students use a scale to measure discrete quantities.  Students locate numbers (including negative numbers) accurately on a continuous scale.  Students identify how variations in unit size relate proportionally to the number of units that will fit into a given space. |
| Level 1 - Prep  Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number *Counting* | **Scale matters: simple units**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303032/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303032/index.html) | Students locate numbers on a number line.  Students use a scale to measure discrete quantities.  Students locate numbers (including negative numbers) accurately on a continuous scale.  Students identify how variations in unit size relate proportionally to the number of units that will fit into a given space. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Place Value* | **Wishball challenge: tens**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38343539/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38343539/index.html) | Students identify the place value of each digit in two-digit numbers.  Students add and subtract ones and tens in two-digit numbers.  Students read and interpret different representations of numbers.  Students apply mental computation skills. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Place Value* | **Wishball challenge: hundreds**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38343537/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38343537/index.html) | Students identify the place value of each digit in three-digit numbers.  Students add and subtract ones, tens and hundreds in three-digit numbers.  Students read and interpret different representations of numbers.  Students apply mental computation skills. |
| Level 3 - Year 3 and 4 | Number  *Place Value* | **Wishball: whole numbers**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c383637/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c383637/index.html) | Students identify the place value of each digit in a four-digit whole number and the relative value of a given digit in different places within a four-digit whole number.  Students add and subtract ones, tens, hundreds and thousands.  Students read and interpret various representational forms. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Place Value* | **Wishball challenge: tenths**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c383732/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c383732/index.html) | Students identify the place value of each digit in a four-digit whole number and the relative value of a given digit in different places within a four-digit whole number.  Students add and subtract tenths, ones, tens and hundreds.  Students read and interpret various representational forms.  Students compare decimal fractions, including those greater than 1. |
| Level 4 - Year 5 and 6 | Number  *Place Value* | **Wishball challenge: hundredths**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c383733/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c383733/index.html) | Students identify the place value of each digit in a four-digit whole number and the relative value of a given digit in different places within a four-digit whole number.  Students add and subtract tens, ones, tenths and hundredths.  Students read and interpret various representational forms.  Students compare decimal fractions, including those greater than 1. |
| Level 4 - Year 5 and 6 | Number  *Place Value* | **Wishball challenge: thousandths**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c383734/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c383734/index.html) | Students identify the place value of each digit in a four-digit whole number and the relative value of a given digit in different places within a four-digit whole number.  Students add and subtract thousands, hundreds, tens, ones, tenths, hundredths and thousandths.  Students read and interpret various representational forms.  Students compare decimal fractions, including those greater than 1. |
| Level 4 - Year 5 and 6  Level 5 - Year 7 and 8 | Number  *Place Value* | **Scale matters: decimal numbers: assessment**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38363330/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38363330/index.html) | Students select appropriate scale for placing a decimal number on a number line.  Students place a decimal number on a number line using an appropriate scale.  Students rename decimal numbers by assigning place values for single digits or groups of digits. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Place Value* | **Scale matters: whole numbers: assessment**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c38363331/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c38363331/index.html) | Students select appropriate scale for placing a whole number on a number line.  Students place whole numbers on a number line using an appropriate scale.  Students rename whole numbers by assigning place values for single digits or groups of digits. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Addition* | **The number partner**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313033/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313033/index.html) | Students use a linear model to create number pairs of numbers between 10 and 30.  Students establish that larger numbers can be broken up into many pairs of smaller numbers.  Students investigate the commutative principle.  Students investigate the strategy of ‘counting on’ for addition and establish that it is preferable to count on from the larger number. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Addition* | **The part-adder**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c323230/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c323230/index.html) | Students partition numbers to add numbers mentally.  Students use a linear model to add numbers mentally.  Students investigate strategies for adding numbers mentally. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Addition* | **The part-adder: generate easy sums**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3933/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3933/index.html) |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Addition* | **The part-adder: generate hard sums**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3934/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3934/index.html) |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Addition* | **The part-adder: go figure**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3936/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3936/index.html) | Students explore strategies for adding mentally.  Students investigate a linear model as an aid to adding mentally. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Addition* | **The part-adder: make your own easy sums**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3931/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3931/index.html) | Students partition numbers to add numbers mentally.  Students use a linear model to add numbers mentally.  Students investigate strategies for adding numbers mentally. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Addition* | **The part-adder: make your own hard sums**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3932/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3932/index.html) |
| Level 4 - Year 5 and 6 | Number  *Addition* | **Hopper challenge: whole numbers**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c31303837/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c31303837/index.html) | Students read decimal notation, count forward and backward using different whole number representations, including number lines and number grids.  Students identify patterns found when counting decimal fractions and make predictions with regard to counting sequences.  Students recognise how place value impacts on notation in counting sequences and the relationship between counting repeated additions and multiplication. |
| Level 4 - Year 5 and 6 | Number  *Addition* | **Hopper challenge: ultimate**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c31303930/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c31303930/index.html) | Students read decimal notation, count forward and backward using different whole number representations, including number lines and number grids.  Students identify patterns found when counting decimal fractions and make predictions with regard to counting sequences.  Students recognise how place value impacts on notation in counting sequences and the relationship between counting repeated additions and multiplication. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Subtraction* | **Difference bars**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c323234/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c323234/index.html) | Students use a linear model to solve differences mentally.  Students partition numbers and investigate strategies to solve differences mentally.  Students apply the associative principle to solve differences mentally. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6  Level 5 - Year 7 and 8  Level 6 - Year 9 and 10 | Number  *Subtraction* | **Diffy**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c34313539/ec\_002\_utah\_017/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c34313539/ec_002_utah_017/index.html) | Students calculate the difference between numbers. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Subtraction* | **The difference bar: generate easy subtractions**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313131/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313131/index.html) | Students use a linear model to solve differences mentally.  Students partition numbers and investigate strategies to solve differences mentally.  Students apply the associative principle to solve differences mentally. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Subtraction* | **The difference bar: generate hard subtractions**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313132/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313132/index.html) |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Subtraction* | **The difference bar: go figure**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313134/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313134/index.html) | Students investigate the application of strategies to assist in calculating differences mentally.  Students investigate the application of the associative principle to solving differences mentally. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Subtraction* | **The difference bar: make your own easy subtractions**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313039/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313039/index.html) | Students use a linear model to solve differences mentally.  Students partition numbers and investigate strategies to solve differences mentally.  Students apply the associative principle to solve differences mentally. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Subtraction* | **The difference bar: make your own hard subtractions**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313130/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313130/index.html) |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **Arrays: explore factors**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303630/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303630/index.html) | Students identify factors of numbers.  Students identify the quantity of factors as a characteristic of numbers. |
| Level 3 - Year 3 and 4 | Number  *Multiplication* | **Arrays: factor families**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303539/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303539/index.html) | Students identify factors of numbers.  Students demonstrate the relationship between multiplication and division.  Students apply the commutative property of multiplication.  Students use formal equations to record multiplication and division operations. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **Arrays: word problems with products from 10 to 30**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303534/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303534/index.html) | Students apply knowledge of factors of numbers to solve problems with products up to 30.  Students apply the commutative property of multiplication. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **Arrays: word problems with products from 30 to 50**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303535/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303535/index.html) | Students apply knowledge of factors of numbers to solve problems with products up to 50.  Students apply the commutative property of multiplication. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **Arrays: word problems with products from 35 to 64**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303533/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303533/index.html) | Students apply knowledge of factors of numbers to solve problems with products up to 64.  Students apply the commutative property of multiplication. |
| Level 2 - Year 1 and 2 | Number  *Multiplication* | **Pobble arrays: find a factor**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303537/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303537/index.html) | Students explore multiplicative relationships through the structure of arrays.  Students find sets of factors for a number.  Students recognise the commutative property of multiplication. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Multiplication* | **Pobble arrays: find two factors**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303538/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303538/index.html) | Students apply knowledge of factors of numbers to solve problems.  Students apply the commutative property of multiplication.  Students find sets of factors for a number. |
| Level 3 - Year 3 and 4 | Number  *Multiplication* | **Pobble arrays: make multiples**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303536/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303536/index.html) | Students apply knowledge of factors and multiples to solve problems.  Students apply the commutative property of multiplication. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Multiplication* | **The array**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313036/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313036/index.html) | Students use arrays to work out products mentally.  Students investigate the commutative principle.  Students investigate multiplication facts. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Multiplication* | **The array: go figure**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313038/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313038/index.html) | Students use arrays to work out products mentally.  Students investigate the commutative principle.  Students investigate multiplication facts. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **The multiplier**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c323139/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c323139/index.html) | Students apply the distributive property to calculate products mentally.  Students use known multiplication facts to calculate products in their head.  Students partition numbers to find products that are easy to calculate mentally.  Students investigate and apply strategies that make calculating products easier. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **The multiplier: generate easy multiplications**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3833/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3833/index.html) | Students apply the distributive property to calculate products mentally involving one two-digit number and one single digit number.  Students use known multiplication facts to calculate products in their head.  Students partition numbers to find products that are easy to calculate mentally.  Students investigate and apply strategies that make calculating products easier. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **The multiplier: generate hard multiplications**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3834/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3834/index.html) | Students apply the distributive property to calculate products mentally involving two two-digit numbers.  Students use known multiplication facts to calculate products in their head.  Students partition numbers to find products that are easy to calculate mentally.  Students investigate and apply strategies that make calculating products easier. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **The multiplier: go figure**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3930/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3930/index.html) | Students investigate strategies for calculating products mentally.  Students investigate partitioning numbers to calculate products using known facts. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **The multiplier: make your own easy multiplications**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3631/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3631/index.html) | Students apply the distributive property to calculate products mentally involving one two-digit number and one single digit number.  Students use known multiplication facts to calculate products in their head.  Students partition numbers to find products that are easy to calculate mentally.  Students investigate and apply strategies that make calculating products easier. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Multiplication* | **The multiplier: make your own hard multiplications**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c3832/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c3832/index.html) | Students apply the distributive property to calculate products mentally involving two two-digit numbers.  Students use known multiplication facts to calculate products in their head.  Students partition numbers to find products that are easy to calculate mentally. |
| Level 4 - Year 5 and 6 | Number  *Multiplication* | **Multiplying by 10, 100...**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c4f495f6d756c745f31305f313030/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c4f495f6d756c745f31305f313030/index.html) | Learn how to multiply and divide numbers using powers of 10. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6  Level 5 - Year 7 and 8 | Number  *Division* | **The divider: solve your own problem**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303039/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303039/index.html) | Students use known division facts to solve division problems.  Students use multiplicative partitioning strategies to solve division problems. |
| Level 4 - Year 5 and 6  Level 5 - Year 7 and 8 | Number  *Division* | **The divider: with or without remainders**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32303036/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32303036/index.html) |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Division* | **Divide it up: grouping tool**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32383130/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32383130/index.html) | Students model division as grouping (repeated subtraction).  Students interpret remainders (as whole numbers) in relation to the context of a problem. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Division* | **Divide it up: hardware**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32383131/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32383131/index.html) | Students model division as grouping (repeated subtraction).  Students interpret remainders (as whole numbers or fractions) in relation to the context of a problem. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Division* | **Divide it up: kittens**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32383132/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32383132/index.html) | Students interpret and solve word problems.  Students interpret remainders (as whole numbers or fractions) in relation to the context of a problem. |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Division* | **Divide it up: puppies**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32383038/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32383038/index.html) |
| Level 2 - Year 1 and 2  Level 3 - Year 3 and 4 | Number  *Division* | **Divide it up: sharing tool**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c32383039/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c32383039/index.html) | Students model division as sharing.  Students interpret remainders (as whole numbers) in relation to the context of a problem. |
| Level 3 - Year 3 and 4 Level 4 - Year 5 and 6 | Number  *Fractions* | **Comparing fractions: assessment**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c37373336/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c37373336/index.html) | Students compare and order two fractions. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Fractions* | **Cassowary fractions**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313535/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313535/index.html) | Students represent fractions as parts of shapes.  Students model equivalent fractions.  Students add fractions informally. |
| Level 3 - Year 3 and 4 | Number  *Fractions* | **Decimaster: match-up 1**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c31303736/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c31303736/index.html) | Students recognise and use decimal fractions in representations.  Students read decimal notations and manipulate a symbolic and a visual representation to match given decimal fractions. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Fractions* | **Decimaster: match-up 2**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c31303737/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c31303737/index.html) | Students identify and use decimal fractions in representations, some of which are modelled on real-world objects.  Students read decimal notations and manipulate a range of visual representations to match given decimal fractions.  Students interpret, compare, match and manipulate a range of decimal fraction representations, including pictorial and symbolic forms. |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Fractions* | **Decimaster: match-up 3**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c353836/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c353836/index.html) |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Fractions* | **Decimaster plus: match-up 3**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c31303830/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c31303830/index.html) |
| Level 3 - Year 3 and 4  Level 4 - Year 5 and 6 | Number  *Fractions* | **Dynamic fractions**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313334/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313334/index.html) | Students explore the relationship between representations of fractions.  Students write fractions to match area diagrams.  Students recognise fractions as numbers located on a number line.  Students find equivalent fractions. |
| Level 4 - Year 5 and 6  Level 5 - Year 7 and 8 | Number  *Fractions* | **Design a city**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313233/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313233/index.html) | Students represent fractions as parts of an array.  Students apply understanding of equivalent fractions.  Students calculate percentages to describe a fraction of an area. |
| Level 4 - Year 5 and 6  Level 5 - Year 7 and 8 | Number  *Fractions* | **Design a farm**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313234/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313234/index.html) |
| Level 4 - Year 5 and 6  Level 5 - Year 7 and 8 | Number  *Fractions* | **Design a neighbourhood**  [**http://www.eduweb.vic.gov.au/dlrcontent/4c313232/index.html**](http://www.eduweb.vic.gov.au/dlrcontent/4c313232/index.html) |